"A Study of Impact of Different Parenting Styles on Emotional Intelligence, Personality Type and Academic Achievement of Secondary School Students"

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPY

to

Manav Rachna University

by

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It is the work that is expected to be carried out under the supervision of **Dr. Rashee Singh.**Further, it is certified that short synopsis is within the plagiarism limit and copy of the same is attached as per University norms.

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ABSTRACT

The Indian family plays a key role in the socialization process of the child from infancy to childhood and even to the extent of adulthood and uses family specific values to bring up the child. Children who are the carriers of the value certainly have an important role in the family system. Children learn the culture and values within the bosom of a family. It means the children raised by certain specific set of culture are reflection of familial and cultural values. Therefore, socially learned norms and values offer standards which parents usually use to direct their own interaction with their children. This study aims to study impact of different parenting styles on emotional intelligence, personality type and academic achievement of secondary school students. Furthermore, this study will include the comparison of emotional intelligence, personality type and academic achievement in Government and private secondary school boy and girl students. The present study sample will consists of 400 students (200 boys and 200 girls) of 9^{th} and 10^{th} standard of 10 government and Private schools of Gurugram district of Haryana. They will complete a set of questionnaires for assessing parenting styles, emotional intelligence, personality type and achievement scores will be obtained from the school records. In this study, relevant statistical tools and techniques will be applied to analyse the data, keeping the objectives of the study in mind and data will be analysed quantitatively.

Keywords: Parenting, parenting styles, emotional intelligence, personality type.

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Introduction

The family portrays a vital part in the enculturation of the child, right from inception to adolescence and even to childhood. The family-specific values help to mold and shape the children into responsible adults. Children acquire the culture and values in the family. It means that children who grew up in a certain specific culture reflect family and cultural values. Thus, the children, as an integral part of the family system, are the carriers of the family values (Baumrind, 1971).

Parenting can be understood as a complex activity in the context of the family since it depicts the relationship between child and parent. It includes the collective influence of attitudes and behaviors of parents on the children, and develop and emotional bonding between parents and children (Darling & Steinberg, 1993; Darling, 1999). The parent-guidance style refers to the patterns of behavior, values, and criteria that parents show when interacting with children when they want answers, controls, and guidance, and children get parents to consider them and ignore them (Dixon, Grabert and Brooke-Gun, 2008).

An appropriate parenting style reflects the manner through which parents express their believes about being a good parent or a bad parent (Pescaru 2004). They are important in the lives of children (Fazana Chodriwan & Tarik, 2013). In human life, in interpersonal relationships or during social interactions, social skills and emotional stability play an important role. Emotions change spontaneously physiologically, then control emotions and behavior more specifically, so emotional skills are important in almost every aspect of human life (Nastasa & Sala, 2011). Strong mental capacity leads to good mental health, learning and career success. Parents are involved in the growth and development of children and the practice of caring for parents develops the child's personality (Mohammadyari, 2013).

Rationale of the Study

Adolescence refers to a life cycle phase in which significant changes take place between the relationship with families and friends. Though their friends more influence adolescents, families play an important role too. Thus, the majority of adolescents are much similar to their parents in terms of values, beliefs, and behavior. As an example, if parents are addicted to drugs or alcohol, adolescents may likely copy the parents and become addicted too. Thus, the interaction of parents with their children has a direct impact on shaping their overall personality – confidence, self-esteem, emotional well-being, sense of security, dealing with authority, and even their performance in schools.

In western countries, much of the research has been done over the parenting style typology given by the Baumrind, its validity, and its relationship with various psychosocial variables. The result has been mixed, whereas in some researches, the parenting style typology has been validated with a particular type of culture, social groups or ethnicity and shows positive outcomes with many variables. But, in the case of eastern culture, the Baumrind typology is not very well tested. Though some research studies have been carried out in Taiwanese, Vietnamese, Malaysian Arab culture, result has been mixed one. In some studies, it is an authoritative parenting style that has been reported, whereas in some studies, it is an authoritarian parenting style.

In a country like India which is more diverse than any other culture, it is yet to see whether Baumrind typology holds or not. In India, research on Baumrind typology is almost scanty in nature; therefore, the researcher has to examine whether Baumrind typology holds on in the Indian subcontinent and its population. Moreover, it is further to be seen what kind of relationship parenting style shares with other psycho-social variables. The present research investigates three vital variables, i.e. emotional intelligence, personality type and academic achievement. Now, the parent assumes the role more of a friend, philosopher and guide. Therefore, parenting at this stage will have a different kind of influence on the behavior of the child. As emotional intelligence has been emerged out as a very critical factor for success in varied situations like academic achievement, handling human relationship, workplace as emphasized by Daniel Goleman, therefore, the researcher tries to find out the emotional intelligence, personality type, and academic achievement of students of secondary classes and how it is being related to parenting? It means, what kind of relationship parenting style shares with emotional intelligence, personality type and academic achievement. There is no single study conducted in Gurugram to see the effect of different parenting style on emotional intelligence, personality type, and academic achievement of secondary school students. There is a research void, which this study will fill.

Statement of the problem

The current study can be expressed in light of the aforesaid justification, **"A Study of Impact of Different Parenting Styles on Emotional Intelligence, Personality Type, and Academic Achievement of Secondary School Students"**

Review of literature

A researcher might gain a better knowledge of the previous work by reviewing the literature. We can't start working on a research project until we know what has already been done and what needs to be done in this field. A researcher must become acquainted with the most up-to-date information and research findings in the field in which he intends to pursue a research problem.

Sarwat et al. **(2019)** conducted a cross-sectional study in Peshawar, Pakistan with the aim of investigating the impact of different parenting styles in adolescence students with respect to determinants of academic performance. The sample size collected was of 456 students from four public and four private schools. The assessment of scholastic performance was done on the basis of self-reported grades obtained in recently held internal examinations. At the same time, the parenting style was assessed on the basis of the Parental Bonding Instrument (PBI). The factors undertaken in PBI included 'care' and 'over protection' from both fathers' and mothers' end. The study used a regression technique for understanding the impact of socio-demographic factors and different parenting styles on the academic performance of the students. According to analysis, it was revealed that socio-economic status, educational level and care scores of the father independently influenced the academic performance of adolescent students. It was found that a majority of fathers and mothers adopted the parenting style of affectionless control, leading to improvement in the academic performance of the student. It was also found that for mothers higher scores were of 'care' and for fathers, higher scores were of 'overprotection'. The participation of fathers and mothers in different parenting workshops and other school activities also had a positive impact on the overall academic performance of adolescents. Further, the study suggested that the affectionless control may improve academic performance, the emotional and psychological power of the parenting style too can influence their academics.

George, Neethu & others **(2018)** conducted a cross sectional study among 300 high school students in the Sarajpur PHC area in Karnataka to assess the association of emotional intelligence and parental bonding among adolescents. The findings of the study stated that a majority of the respondents had low emotional intelligence in self-awareness (30.7 percent), motivation (33 percent), and social skills (33 percent). In comparison, they had high emotional intelligence in self-regulation (32.7 percent), and average emotional intelligence in empathy

(39 percent). Also, it was found that 49 percent of the fathers, while 36.3 percent of the mothers had affectionless control over the respondents. Thus, the study highlighted that poor parenting skills could lead to low emotional intelligence in self-awareness, motivation and social skills.

Argyriou, Eva and others **(2016)** studied the relationship between parenting styles and emotional intelligence in adolescents. The sample was collected from Greek schools and consisted of 127 adolescents aging between 15-19 years old. The study stated that the primary prevention programs with parents significantly influence traits of emotional intelligence at a young age.

Mohammadi Mehrnoush and Firoozi Mohammadreza **(2016)** examined the impact of different parenting styles on the happiness of high school students. The sample for the study was collected from the high school students studying in Noorabad Mamasani. The mediator variable used for the analysis was emotional intelligence. The results found that parenting styles are both directly as well as indirectly related to happiness.

Aloka Peter et al. **(2016)** in their study, assessed the impact of different parenting styles on the academic adjustments of the secondary school students. The sample for the analysis was 5480 collected from 30 schools in Nyaribari Chache Sub-County, Kisi County, Kenya. The findings revealed that the more the parents were authoritative, the more likely the students were positively adjusting to new academic environment, thereby leading to good academic performance. As per the suggestions provided, the teacher counselors need to strengthen relationships with the parents to understand their parenting styles and accordingly handling the children.

Ashiano and Mwoma **(2013)** found an important inter-relationship between authoritative parenting style and children's performance. Authoritarian parenting style was critically associated to children's performance in curriculum activities. There was no important inter-relationship between permissive parenting style and children's performance.

Ayele **(2012)** found authoritative parenting as the most commonly parenting style adopted by the parents. The study also found that academic self-efficacy was significantly impacted by the parenting style, while the mediated effect on achievement motivation was found.

Maddahi, Javidi, Samadzadeh and Amini **(2012)** found out that there was an inverse and significant relationship between authoritative parenting style and neuroticism.

Abongo **(2010)** found out that authoritative and authoritarian parenting styles as perceived by secondary school students had significance on their academic performance.

Hung **(2007)** stated that the involvement of parents in child's life is a democratic concern. As an individual right, their involvement also help in developing the education system at local level, more self-governing. Further, this calls for greater accountability of schools towards the welfare of the society.

OBJECTIVES

1. To examine the impact of parenting styles on emotional intelligence of secondary school girl students.
2. To examine the impact of parenting styles on emotional intelligence of secondary school boy students.
3. To examine the impact of parenting styles on personality type of secondary school girl students.
4. To examine the impact of parenting styles on personality type of secondary school boy students.
5. To examine the impact of parenting styles on academic achievement of secondary school girl students.
6. To examine the impact of parenting styles on academic achievement of secondary school boy students.
7. To compare the emotional intelligence of government and private secondary school girl students.
8. To compare the emotional intelligence of government and private secondary school boy students.
9. To compare the personality type of government and private secondary school girl students.
10. To compare the personality type of government and private secondary school boy students.
11. To compare the academic achievement of government and private secondary school girl students.
12. To compare the academic achievement of government and private secondary school boy students.

HYPOTHESES:

1. There is no significant impact of parenting styles on emotional intelligence of secondary school girl students.
2. There is no significant impact of parenting styles on emotional intelligence of secondary school boy students
3. There is no significant impact of parenting styles on personality type of secondary school girl students.
4. There is no significant impact of parenting styles on personality type of secondary school boy students.
5. There is no significant impact of parenting styles on academic achievement of secondary school girl students.
6. There is no significant impact of parenting styles on academic achievement of secondary school boy students.
7. There is no significant comparison between emotional intelligence of government and private secondary school girl students.
8. There is no significant comparison between emotional intelligence of government and private secondary school boy students.
9. There is no significant comparison between personality type of government and private secondary school girl students.
10. There is no significant comparison between personality type of government and private secondary school boy students.
11. There is no significant comparison between academic achievement of government and private secondary school girl students.
12. There is no significant comparison between academic achievement of government and private secondary school boy students.

RESEARCH DESIGN:-

Survey method shall be used to collect data. Different questionnaires will be used to collect data from parents and secondary school students and data will be analyzed quantitatively.

Methodology:-

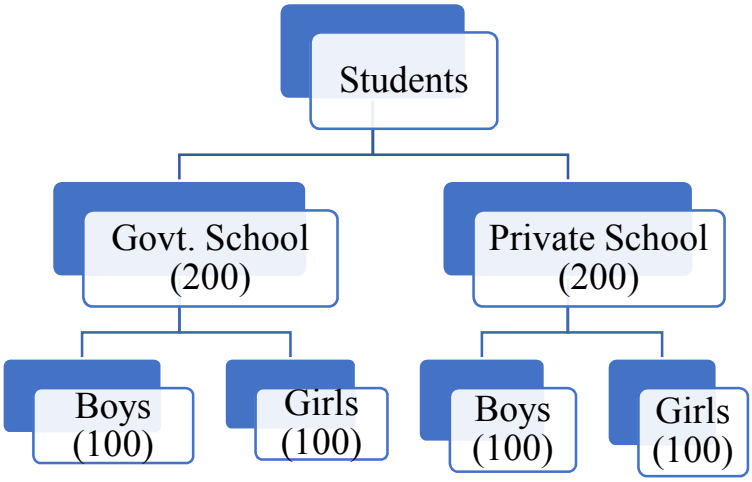
The following methodology will been used to conduct the research:

Population

The population of the present study will include secondary school students of Government and Private schools of Gurugram, Haryana.

Sample

The present study sample will consists of 400 students (200 boys and 200 girls) of 9th and 10th standard of 10 government and Private schools of Gurugram district of Haryana.



Tools used for the study

The following tool will be used by the investigator:

1. For assessing the parenting style, **Parent Engagement Module Series** (2020) developed by the **California Department of Education's Migrant Education Office (**MEO) has been adopted by the researcher.

2. To measure the emotional intelligence of students the researcher will use **Emotional Intelligence Test** (2011) developed by **Dr. Ekta Sharma**.

3. In order to identify the personality type of secondary school students, a self constructed questionnaire consisting of relevant personality dimensions will be used by researcher after checking its validity on 30 respondents.

4. The achievement scores of selected students will be obtained from school records to assess their academic achievement.

Procedure of Data Collection

In order to fulfill the objectives of the study "**Survey Method**" of research will be used. For collection of data, first the researcher will collect the list of Govt. and private schools of

Gurugram district. From the lists of school, the researcher will randomly select 5 Govt. and 5 private school by using lottery method and take the permission from the principal of concerned school. The purpose of research as well as the benefits that would be derived from the research will be explained to Principals of the selected schools. Once the permission is obtained from school Principals, the next step will be to select students randomly from secondary class (IX and X). The whole plan of the administration of the test will be settled with school principal or school in-charge. They will be assured that their responses will be kept private and used specifically for research purposes.

ANALYSIS OF THE DATA

In this study, relevant statistical tools and techniques will be applied to analyze the data, keeping the objectives of the study in mind and data will be analyzed quantitatively.

Delimitations of the Study:

1. Study will be confined to urban area of Gurugram district of Haryana only.
2. Study will be confined to class ninth and tenth standard only.
3. The study will be delimited only to secondary schools of Gurugram district of Haryana.
4. Only government and private schools of Gurugram district of Haryana will be taken for the sample of students.

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